

Spring 1-15-2013

ENG 3405-001

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ENG 3405
Spring 2013
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Course Description:

This course will introduce you to the exciting world of literature for children (focus will center on infants through fifth/sixth grade students) as well as provide you with a variety of critical tools for reading, discussing, and writing about the literature. Through readings, film, lecture, and discussions (both in small and large groups) we will develop our multicultural and social justice awareness, our ability to write and perform thoughtful, insightful prose, and our ability to read texts for both their literary merit and aesthetic value.

Learning Goals:

- Awareness of and excitement for a wide variety of children's literature and elements of story.
- Awareness of historical developments related to this literature and understanding of the varied social contexts in which it has been produced.
- Familiarity with characteristics of the genre of children's literature: fiction and non-fiction, fantasy and realism, and major sub-genre such as historical fiction.
- Awareness of the interaction of oral, literary, visual and narrative elements in works of children's literature in different genre and formats.
- Experience with literature-related activities that may be used with children.
- Exploration of multiculturalism and social justice, to include such topics as intersections of race, place, gender, class, and (dis)ability in local and global contexts.
- Experience analyzing and evaluating children's literature in a variety of oral and written forms for a variety of audiences.
- Experience identifying and using some of the many print and electronic resources available to scholars and professionals in the various fields that work with youth literature, such as English Studies, Education, and Library & Information Science. These include review journals, reference books, web-sites and blogs, scholarly books and journals in relevant disciplines.

Required Texts:

Literature and the Child, 7th edition, Galda, Cullinan, & Sipe (Textbook)

Smoky night, Bunting

Click, Clack, Moo Cows That Type, Cronin

The Watson's Go to Birmingham, Curtis

Tale of Despereaux, Dicamillo

Out of My Mind, Draper

Joey Pigza swallowed the key, Gantos

The Red Book, Lehman

Tar Beach, Ringgold

Where the Wild Things Are, Sendak

Maniac Magee, Jerry Spinelli

One Crazy Summer, Williams-Garcia

Locomotion, Woodson

Special Needs:

Students with documented disabilities should contact the Office of Disability Services (581.6583) as soon as possible so we can work out appropriate accommodations.

Cell Phones:

Please put your cell phone on silent or vibrate during class time.

Plagiarism:

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

The Writing Center:

I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers.

The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m.

Course Guidelines and Expectations:

1. As this is an interactive course, participation is required. You help create this atmosphere by making an effort to answer and ask questions during class discussion and group work, and by responding thoughtfully to other people's comments and responses. This is a collaborative learning experience, so constructive criticism and open discussion is encouraged. Attendance is obviously a prerequisite for participation, so if you have more than three (3) un-excused absences, you will lose 5 points per class session you miss.
2. Absences will only be excused when the following conditions are met: a) Circumstances that can be documented on paper (illness, police accident report, university events, etc) b) I receive notification PRIOR to the class that you will be unable to attend. If there is an assignment due the day you will be absent, please email it to me Prior to the start of class. In the same manner, I expect each student to be on time to class. If you happen to be tardy, please do not disrupt the class. If you are over 30 minutes late to class with no prior notification, you will be marked absent.
3. You are expected to have ALL assignments prepared to turn in on the due date. All assignments should be typed, double-spaced, Times New Roman 12 pt. font. Please proofread and edit all papers. **NO LATE ASSIGNMENTS ACCEPTED OR MAKE-UP WORK PROVIDED** unless you are in compliance with the extreme circumstances section above.

Caveat:

In the event that class participation begins to fade, I reserve the right to distribute a pop quiz over the readings and/or class lectures. The quiz will be worth 10 points and will be taken from the final project.

Assignments:

1. "Back in the day" narrative (5 points possible)

Choose one of the following three writing prompts to develop a 2-page narrative about an experience from your childhood:

-“I’ll never forget the day...”

-Think about your first crush/love. “I wonder what ever happened to...”

-“If my mother/father ever found out about...”

This is not an essay, but rather a story in which the listener feels a part of your childhood experience. We will share these in class. **DUE January 11th**

2. Book Pairings and Papers (20 points possible- 10 points a piece) Four of the books have been paired: *One Crazy Summer* with *The Watson's Go to Birmingham* (**Paper Due January 28th**), and *Locomotion* and *Maniac Magee* (**Paper Due April 5th**). A total of two papers (thematic and reaction) have to be written for the pairings. For each pairing, you only turn in **one** paper. For example, if you choose to do a thematic analysis of the first book pairing, the second paper (for the second book pairing) must be a reaction piece. At the end of each of your papers, you **must** include if you would use these books in your own teaching and/or make recommendations for teachers to use them. Why/Why not? **Each paper must be no less than 3 FULL pages. These papers are NOT summaries. Do not retell the texts. Present your argument within the first paragraph and develop it throughout.**

Thematic Analysis: For this paper you need to choose a theme from the texts and carry out that theme throughout the body of the paper. Your theme needs to be clearly identified in the first paragraph.

Reaction Paper: Simply, you are responding with your thoughts on the texts. Discuss likes/dislikes, similarities/differences.

3. Lesson Plan (20 points possible) Create a teaching unit on a social justice topic (e.g., discrimination, bullying, etc) derived from *Joey Pigza Swallowed the Key* and *Out of My Mind*. You will need to support your topic with supplemental teaching using 4 picture books of your choice from different genres. For example, with bullying, you may choose *The Recess Queen* as a book of poetry, *The Soccer Bully* for sports, etc. **Your plan must include a unit rationale, grade level, goals and objectives, setting/culture, One DETAILED major assignment and One DETAILED creative assignment surrounding the topic and texts.** I have designated library time to work on this project. **DUE March 20th**

4. "Our Very First Picture Book!" FINAL GROUP PROJECT (45 points possible)

The final project is an exploration of international children's literature. Each group will be assigned one of the following: South Africa, Caribbean (Haiti, Cuba, Dominican Republic), Australia, Middle East (Iran, Iraq, Israel), and Mexico. Your assignment is to create an ORIGINAL picture book story that appropriately reflects the geographic location you're assigned. Your story must include:

- The elements of books as well as the criteria for picture books, i.e., the story must have a plot, characters, setting, etc. The illustrations don't have to look professional. There should, however, be some use of color unless black and white is maintained throughout the piece.
- A title and intended age range/grade level for your story

- Regional and culturally relevant information. The setting and character names must be authentic. Your story should have enough culturally relevant information such that if a student from Israel, for example, were sitting in our class, she would feel you've adequately described her country. Don't create a generic story and try to fit Israel into it.
- Create an award for the picture book. It cannot be any of the existing awards. Be sure to tell if it's being received for literary or artistic merit and make sure the description is highlighted throughout the book. For example, if your award is for a creative literary interpretation of a particular Israeli tradition, your story should explicitly highlight the tradition in a unique way.
- An annotated bibliography (MLA or APA format) of at least 5 to 7 picture books used in your research. This can be turned in a separate format from your book (e.g., typed). Each annotation should be an Original 3-4 sentence summary of the texts. Do Not copy and paste summaries from online sources. **For 3 of the annotations you must also respond to reviews from NoveList, the Children's Literature Comprehensive Database, or a print resource (e.g. Children's Literature Review).

The only guideline for the layout of your picture book is that it cannot be turned in on notebook paper. Construction paper, lineless paper, poster boards, etc are acceptable. This project is a visual summation of all you've learned this quarter, so tap into your creativity!

Finally, please include an INDIVIDUAL 2 page letter to me about the process of working on this project. Think about the following questions: What did I learn about myself while working with a group? Was this project beneficial? Why or why not? What did I learn about my particular cultural group that I didn't know before this project?

The breakdown of the 45 points is as follows: 25 points for original story/culturally relevant information, 10 points for illustrations, and 10 points for your individual letter. You will be placed in groups on the first day of class. No more than 5 students to a group. Make sure each group member puts the same amount of effort and time into the preparation of the project. Please inform me if this does not occur. I will allot class time to work on the projects, and will meet with groups throughout the semester to discuss progression, answer questions, etc. On the day we meet for Finals, each group will have 15 minutes to present and answer questions. The International Children's Digital Library <http://childrensbooks.about.com/library/weekly/aaidcll.html>, www.wowlit.org, www.ibbvy.org, and www.childrenslibrary.org are very useful websites for exploring international children's literature. **DUE May 1st 10:15am-12:15pm

Tentative Schedule of Readings and Assignments:

January 2013: Introduction to Children's Lit

7th (M) First Class: Introduction to course and one another.

Assignment: Complete *The Red Book*

- 9th (W) Ages and Stages, Part One
Assignment: Complete Back in the Day Narrative
- 11th (F) Ages and Stage, Part Two/ Sharing Back in the Day Narratives.
Assignment: Read pages 6-10 in textbook (Beginning at “Defining Literature for Children and Adolescents”)
- 14th (M) Discussion of Awards with Examples.
Assignment: Read pages 10-18 in textbook (Beginning at “Children’s and Adolescent Literature Today and Tomorrow and Ending at “Current Trends”)
- 16th (W) Discussion of Final Projects/Get in Groups
- 18th (F) Visit Library for group work on final project
- 21st (M) **MLK DAY-NO SCHOOL**
Assignment: Read pages 255-260 in textbook Chapter 8 (Ending at “A Close Look at Crispin: The Cross of Lead”) and Finish *The Watson’s Go to Birmingham*
- 23rd (W) Discussion of *The Watson’s go to Birmingham* in Literature Circles
Assignment: Complete *One Crazy Summer*
- 25th (F) Class Discussion/small group activity
- 28th (M) Paper One **DUE**/ Group activity on both texts
- 30th (W) Film (TBD)
Assignment: Read pages 55-62 (Beginning of Chapter Three and Ending at “Considering the Artistic Quality of Picturebooks”) in textbook ****Bring in your favorite picturebook****

February 2013: The Rise of The Picture Book/ Contemporary Realistic Fiction/Folktales/Fables/Fantasy

- 1st (F) Finish Movie
Assignment: Read pages 55-62 (Beginning of Chapter Three and Ending at “Considering the Artistic Quality of Picturebooks”) in textbook ****Bring in your favorite picturebook****
- 4th (M) Discussion of the Picture book
Assignment: Read *Click Clack Moo: Cows that Type* and *Where the Wild Things Are* along with pages 62-72 in textbook (From Chapter Three, Ending at “Media and Technique”)
- 6th (W) Examination of Illustrations in picture books
- 8th (F) **Assignment:** Read pages 174-191 Chapter Five Folklore
- 11th (M) Discussion of Folklore. Introduction of Fables pages 191-197
Assignment: Read pages 206-224 Chapter Six
- 13th (W) Visit Library for Group Work/Lesson Plan
- 15th (F) **LINCOLN DAY-NO SCHOOL**
- 18th (M) Banned Books/Censorship Movie (TBD)
- 20th (W) Finish Movie
Assignment: Finish Tale of Despereaux
- 22nd (F) Discussion of text/film/class activity
- 25th (M) Class activity on banned/censored books
- 27th (W) Visit Library for Group Work/Lesson Plan
Assignment: Finish *Joey Pigza Swallowed The Key*

March 2013: Return to Contemporary Realistic Fiction/Poetry

- 1st (F) Discussion of *Joey Pigza*
4th (M) Class discussion on lesson plan
Assignment: Finish *Out of my mind*
6th (W) Discussion of First part of text in Literature Circles
8th (F) Discussion of Second half of text in Literature Circles
11th-15th SPRING BREAK-NO CLASSES
18th (M) Last trip to library for lesson plan
20th (W) Lesson Plan **DUE**
22nd (F) Group Discussion on Final Projects
Assignment: Read pages 150-168 Chapter Four (Beginning at “Poets Use Language in Interesting Ways” through the end of the Chapter) in textbook.
25th (M) In-class poetry activity
Assignment: Finish *Locomotion*
27th (W) Class discussion on *Locomotion*
29th (F) Watch “The Danger of a Single Story” in class
Assignment: Finish *Maniac Magee*

April 2013: Return to Historical Fiction/Fiction

- 1st (M) Discussion of text and video in literature circles
3rd (W)-NO CLASS- **I will be at a conference**
5th (F)- I will be at a conference. **Paper #2 DUE-Upload to D2L**
8th (M) Visit Library for Group Work on Final Projects
Assignment: Finish *Tar Beach* and *Smoky Night*
10th (W) Discussion of illustrations in historical fiction
12th (F) Closing discussion of historical fiction/final questions for semester
15th (M) Library for final project
17th (W) Library for final project
19th-24th Group/individual conferences with professor

May 2013: FINAL PROJECT DUE

- 1st (W) 10:15am-12:15pm- We will meet in the classroom for presentations

Evaluation:

Participation	10 points
“Back in the Day”	5 points
Lesson Plan	20 points
Book Pairings and Papers	20 points (total)
Final Project	45 points
Total	100 points

Grading:

90-100=A 89-80=B 79-70=C 69-60=D 60 or below=F